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"Micro-counseling" is a video method of training counselors in basic skills of counseling within a short period of time. This research studies the effects of micro-counseling training procedures upon three groups of beginning counselors. These three different skills, attending behavior, reflection of feeling, and summarization of feeling, were the focus of research. Central to all studies was attending behavior, which is the counseling skill of attending or listening to a client both verbally and non-verbally. These studies suggest that attending behavior and its related concepts may be described in behavioral terms meaningful to beginning counselors. Implications of the attending behavior and micro-counseling frameworks are discussed. (Author)

Micro-Counseling and Attending Behavior:

An Approach to Pre-Practicum Counselor Training[1]

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Abstract

"Micro-counseling" is a video method of training counselors in basic skills of counseling within a short period of time. This research studies the effects of micro-counseling training procedures upon three groups of beginning counselors. Three different skills, "attending behavior," reflection of feeling, and summarization of feeling, were the focus of research. Central to all studies was attending behavior, which is the counseling skill of attending or listening to a client both verbally and non-verbally. These studies suggest that attending behavior and its related concepts may be described in behavioral terms meaningful to beginning counselors. Implications of the attending behavior and micro-counseling frameworks are discussed.

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[1] Speech given at the American Personnel and Guidance Assn. Convention in Detroit, Michigan in April, 1968

Teaching beginning counselors and therapists "how to counsel" is one of the more complex and challenging issues facing counseling psychology (Krumboltz, 1967; Matarazzo, Wiens, & Saslow, 1966; Wrenn, 1962). Most would agree that counselor training has not generally been efficient or economical of human resources. Beginning counselors frequently find their first interviews confusing. They often have trouble defining their own role in the interview and in simply getting the client "to talk."

This series of studies proposes that brief training, focused on the specific skills of counseling, can be useful in counselor education. A "micro-counseling" approach is used which is based on the research of Allen and his associates (1967), who have used similar concepts of "micro-teaching" in teacher training. Micro-counseling is a scaled-down sample of counseling, in which beginning counselors talk with volunteer "clients" during brief five-minute counseling sessions which are video recorded. These scaled-down sessions focus on specific counseling skills or behavior. Micro-counseling provides an opportunity for those who are preparing to counsel to obtain a liberal amount of practice without endangering clients. While micro-counseling has other possible purposes and uses, its principle aim is to provide pre-practicum training and thus, to bridge the gap between classroom theory and actual practice.

Recently there have been extensive efforts to train counselors in new models and in a briefer period of time. Lay counselors have been trained and research suggests that their work is effective (Beck, Kantor, & Gelineau, 1963; Poser, 1966; Rioch, Elkes, Flint, Usdansky, Newman, & Silber, 1963). Other studies (Carkhuff & Truax, 1965a, 1965b; Truax & Carkhuff, 1967) have

indicated that trainees (graduate students in clinical psychology and lay personnel) can be brought to function at levels of effective therapy commensurate to more experienced therapists in less than 100 hours of training. Kagan, Krathwohl, and Farquhar (1965), through their interpersonal process recall, have demonstrated the value of videotape to aid in the understanding of counseling. They have further shown that video training can be useful in counselor education.

This research studies the effects of micro-counseling training procedures upon three groups of beginning counselors. Three different skills, "attending behavior," reflection of feeling, and summarization of feeling, were the focus of research. Central to all studies was attending behavior, which is the counseling skill of attending or listening to a client both verbally and non-verbally. These studies suggest that attending behavior and its related concepts of reflection and summarization of feeling may be described in behavioral terms meaningful to beginning counselors. If this is so, it may be feasible to use a micro-counseling framework to teach counselor trainees the basic skills of counseling quickly and effectively.

Study #1

Attending Behavior: A Basic Skill of Counseling

Allen E. Ivey, C. Dean Miller, Weston H. Morrill,
Cheryl J. Normington, and Max R. Uhlemann[2]

An important aspect of establishing a relationship with the client is being aware of, and responsive to the communications of that individual, and communicating this attentiveness. The communication of attentiveness is seen as a potent reinforcer in counselor-client interaction, as well as playing an important role in the initial establishment of a relationship. Kennedy and Thompson (in press) and Krumboltz, Varenhorst, and Thoresen (1967) have explored this concept in a preliminary manner.

The skill focused on in the first study in this series is one in which the counselor attempts to be attentive, and communicate his attentiveness to the client. Skinner (1953) has noted that the "observer attends to the stimulus and thereby controls it." It is possible to describe attention as controlling the interaction between counselor and client. The counselor could be considered to be conditioned to "pay attention" to the client because he is reinforced by the supervisor (and the client) for such behavior. The counselor, by attending to the client, controls the client's behavior in the interview. In effect, this study was intended to teach counselors how to reinforce their clients by paying attention.

Three central aspects of attending behavior have been identified which include both non-verbal and verbal components. The first of these is defined as eye contact, in which the counselor simply looks at the client. Secondly, postural position, movements, and gestures communicate attentiveness. Verbal following behavior represents the counselor's responding to the last comment or

some preceding comment of the client without introducing new data. Most would agree that one of the basic tasks of any counselor supervisor is to help the neophyte counselor to relax, pay attention to the client, and refrain from jumping from topic to topic.

This first study applied the techniques of micro-counseling to the training in an elementary skill of counseling--"attending behavior"--of a group of beginning counselors. The prediction was that the training procedure would increase counselor attentiveness and would produce more client satisfaction.

Method

Subjects. The subjects of this study were 38 dormitory counselors divided randomly into an experimental and a control group. The "clients" were 38 paid volunteer students who were randomly assigned to counselors.

The micro-counseling model. The experimental group went through the following training procedure: 1) A five minute diagnostic interview was videotaped in which counselors-in-training were told to "Go in and talk with this student; get to know him." 2) Trainees next read the "Attending Behavior Manual" which described the basic components of attending behavior. 3) Video models of attending behavior as exhibited by effective and less effective counselors were presented, coupled with discussion of the model by the training supervisor. 4) The trainee was shown his initial interview and was asked to identify specific instances of attending and non-attending. The supervisor discussed attending behavior concepts with the trainee during the viewing of the first interview. 5) The trainee and supervisor reviewed the procedures of attending behavior together. It may be observed that the training procedures involved cue discrimination in the form of video models (Bandura & Walters, 1963),

written materials, supervisor's comments, and operant techniques whereby appropriate counselor behavior was rewarded by the supervisor. It was observed that an important part of the training procedure involved the quality of the training relationship with the supervisor. 6) As a test, the trainee then returned to the videotaping room and "recounseled" the same client for five minutes. The entire micro-counseling teaching unit took approximately one hour. Micro-counseling breaks counseling into small units and makes possible immediate direct feedback to the trainee, thus maximally facilitating behavior change.

The control group experienced only steps one and six of the preceding model. They waited alone in the videotaping room until their second micro-counseling session.

It should be observed that the five minute sessions on videotape presented rather dramatic evidence of the similarity between this experience and regular counselor practice. Via videotape, a picture of counseling and interpersonal style readily appears and is highly subject to direct observation and analysis.

Instrumentation and scoring of dependent variables. Three methods of evaluating this study were utilized. A scale to assess attending behavior was developed from observation of the videotaped interview and found to have an average inter-rater reliability over seven raters of 0.843. The tapes from the interviews were randomly arranged and presented to two raters who rated the television tape on eye contact, posture, and movements and gestures.

A typescript of all interviews was completed and rated for "verbal attending" behavior by two trained raters. If a counselor comment followed the verbal

comments of the client, it was scored "plus." If disagreement between the two raters occurred, the statement was not used. Of 1,904 ratings, the two raters disagreed on only 114, thus illustrating consistent agreement as to verbal attending behavior. Each counselor was scored for the percent of verbal attending behavior in each session held with a client.

The clients completed a semantic differential form, the "Counselor Effectiveness Scale" (Ivey, Miller, Morrill, & Normington, 1967), following each interview with their counselor. This 25 item form was developed by having two graduate classes in counseling rate videotaped samples of effective and ineffective counseling on 93 pairs of adjectives presented in a semantic differential format. Means were computed on each of the items and those which best separated effective from ineffective counseling were selected for use. Adequate reliability and validity were demonstrated. Analysis of covariance was employed to test for the significance of treatment differences between each of the groups.

Results

Eye contact was the only area where significant differences were noted between experiemental and control groups on direct ratings of the videotapes. Table 1 reveals that non-significant differences were found between the two groups on posture and counselor movements and gestures.

Judges rated the experimental group significantly higher on their percent of following behavior. An increase of more than 10% in verbal following may be noted for the experimental group in their ability to attend to the client.

Both experimental and control groups tended to rate their counselors higher following the second micro-counseling session. However, the experimental

group showed a significantly larger improvement over controls.

Insert Table 1 about here

Discussion

From the first study, it appears clear that the micro-counseling paradigm is a workable framework for teaching basic skills of counseling. It has been possible to identify attending behavior as a relevant counseling skill and to demonstrate that it can be taught to beginning counselors. The training paradigm appears to be economical of staff time and to involve the beginning counselor fully in his own training. Further, attending behavior would appear to be a helpful skill to the neophyte counselor facing his first practicum interviews.

Basic to the concept of attending behavior appear to be two dimensions, that of maintaining eye contact with the client and that of verbally following what the client has said without introducing new or irrelevant material. While measures of counselor posture and movements and gestures did not achieve statistical significance, it is believed that these are still relevant components of attending behavior. Reviewing the first interview tapes revealed that all but one or two of the counselors-in-training were reasonably relaxed initially. This might well account for the lack of significant change in these areas. However, many trainees found it difficult in their first interview to look at their clients, and kept trying to think of "what should I say next" instead of simply attending to the client.

Client responses on the Counselor Effectiveness Scale indicated that the counselors trained in attending behavior were rated as being more effective. It does seem a truism that we tend to favor those who pay attention to us. Much of the beginning counselor supervision in practicum is centered around getting the counselor to listen to his client. The micro-counseling framework appears to be a technique by which the supervising counselor can more rapidly introduce his trainee into the basic developmental skills of counseling.

Trainee and client word counts were computed for the first and second interviews. It was found that the experimental group trainees talked 46.85% of the time in the first interview and 33.03% of the time in the second. Comparable figures for the control group were 42.66% and 37.64%. While reducing verbal participation in the trainee was not a goal of this study, these figures seem to support the validity of the concepts in this study. Matarazzo, Wiens, and Saslow (1966) have suggested that it should be possible to teach counselors an optimum amount of participation in the counseling session.

Skinner (1953) considers attention a generalized reinforcer. He points out:

> The attention of people is reinforcing because it is a necessary condition for other reinforcements from them. In general, only people who are attending to us reinforce our behavior. The attention of someone who is particularly likely to supply reinforcement--a parent, a teacher, or a loved one--is an especially good generalized reinforcer and sets up especially strong attention-getting behavior (p. 78).

It would seem that this study has demonstrated that it is possible to teach beginning counselors to use the reinforcer of attention. Further, it appears

that the clients who have been "attended to" tend to rate their counselors higher.

The training of the counselors in this skill of reinforcement, however, represented a more complex process than reward of desired counselor behavior. Cue discrimination through the presentation of video models, training materials, and counselor supervisor comments was also important. In short, the training process was designed to model the behavior and then reinforce the behavior once it had occurred.

It should be mentioned that trainees found the experience a vital and meaningful one for them. They felt they had learned a great deal which they would immediately apply in their counseling setting in the dormitories. Several mentioned that the concepts of attending behavior would help them in their interpersonal relationships. "I spend too much time thinking about what I should say instead of simply listening to the other person," several trainees commented. Another stated, "I could have been giving so much more to the students I work with...I had been worrying about myself too much!" These and other related comments lead one to hypothesize that attending behavior has perhaps broader implications beyond the immediate counseling situation.

Some specific limitations to this study should be considered. While paid clients appeared to operate very similarly to regular clients in the five minute interviews, it should be noted that this situation is not typical of counseling interviews. Further study to determine the generalizability of learning in the micro-counseling setting to actual counseling is required. Attending behavior as a generalized reinforcer in counseling is a relatively new concept, and the utility of this concept needs more demonstration.

Study #2

Training Counselors in Reflection of Feeling

Cheryl J. Normington, Allen E. Ivey, C. Dean Miller,

Weston H. Morrill, and Richard F. Haase[3]

Beginning counselors must learn the techniques of effective interpersonal relationships in the counseling interview. Especially important are skills such as empathic understanding and communication of nonpossessive warmth and genuineness.

The purpose of this investigation was to study further the effects of a micro-counseling training program upon beginning, pre-practicum counselors. One specific counselor skill, that of accurate reflection of feelings, was the focus of this training program. This skill was chosen because of the important part it can play in communicating to the client that "I am with you...I can accurately sense the world as you are feeling and perceiving it." This communication is a communication of empathic understanding, a key aspect of an effective interpersonal relationship.

Skinner (1953) suggests that attention is not sufficient in itself as a reinforcer of human beings. He indicates that approval is another generalized reinforcer which may be used to shape the behavior of others. "Another person is likely to reinforce only that part of one's behavior of which he approves, and any sign of his approval becomes reinforcing in its own right (p. 78)." It seems possible that approval of a client's behavior represents selectively attending only to certain aspects of that behavior. The more complex skill of reflection of feeling may represent a focused attending in which the counselor selectively attends to one certain aspect or aspects of the coun-

seling interaction. Truax (1966) also has considered non-directive counseling techniques within a reinforcement framework.

The training paradigm used, "micro-counseling," involved training of beginning counselors through cue discrimination and the application of reinforcement by supervisors to emitted counselor behavior. An increase in accurate reflection of feeling responses by counselors over trials was predicted.

Method

Subjects. Eleven beginning counselors from the department of psychology, counseling and guidance at Colorado State College, Greeley, served as subjects in this experiment. These subjects had no previous counseling experience, and could be considered naive subjects. The "clients" were 11 paid volunteer students from Colorado State University, Fort Collins, who were randomly assigned to counselors.

The micro-counseling model. The beginning counselors participated in the following training program: 1) A five minute diagnostic interview was videotaped in which the counselor-in-training was instructed as follows: "The volunteer student whom you will counsel has been instructed to talk about anything that is meaningful to him. During the first brief session, proceed in any way that you would like." Instruction to the "client" was: "You will have three short sessions with a counselor. During these sessions, talk about anything that is meaningful to you, such as your interests, your choice of major, some aspect of yourself, etc." The initial diagnostic session served to establish a baseline of interview performance for each trainee, and allowed the beginning counselor time to become accustomed to the videotape equipment and recording room. 2) Trainees next read the "Reflection of Feeling

Manual," and discussed the nature of the skill with a supervisor. 3) Video models of reflection of feeling, as portrayed by effective and less-effective counselors were presented, coupled with discussion of the models by the supervisor. 4) The trainee was shown his initial interview and was asked to identify instances of reflection of feeling, or instances where the skill might have been utilized. Use of the skill was reinforced by the supervisor, through such comments as, "Yes, that's it!" "Good," etc. 5) A three minute role-play practice session was videotaped, in which an experienced counselor, as "client," communicated feeling freely, thus providing ample opportunity for the trainee to practice reflection of feeling. 6) Trainee, supervisor, and role-player (experienced counselor) viewed the role-playing tape, noting instances of accurate reflection of feeling, and instances where accuracy might be improved. Again, use of the skill was reinforced by the supervisor through verbal comment. 7) The trainee conducted a second interview (five minutes) with the original client, with instructions to practice reflecting the feelings being communicated by the client. 8) Trainee and supervisor viewed the tape and engaged in further analysis of the trainee's use of the skill. Reinforcement for the trainee's use of the skill was provided by the supervisor. 9) The trainee conducted a final five minute videotaped interview, again with the original client, and again with instructions to reflect the feelings being communicated. 10) The final tape was viewed and discussed by trainee and supervisor. The entire procedure for each trainee was completed within a two hour time block.

Instrumentation and scoring of dependent variables. Three techniques of evaluation were utilized in this study. Subjects' videotaped interviews

were arranged in random order, and then were rated by two external judges on a rating scale (adapted from Truax & Carkhuff, 1967) for accurate reflection of feeling. The two judges were advanced graduate students in counseling psychology, one with three years of experience in counseling and the second with two years of experience. Inter-judge reliability for these judges was computed and yielded a Pearson product moment coefficient of +0.64. Test-retest reliability for the scale, over a two-week period, was computed (N = 27) and yielded a Pearson product moment coefficient of +0.92.

Secondly, at the conclusion of each interview, the client rated his counselor trainee on a semantic differential scale labeled "The Counselor Effectiveness Scale" (CES) (Ivey, Miller, Morrill, & Normington, 1967), and also rated the counselor trainee on a relationship questionnaire adapted from Truax and Carkhuff (1967). Finally, the counselor completed the semantic differential scale, labeled "Self-Concept Scale," and the rating scale for accurate reflection of feelings.

A trend analysis design was used to analyze data gathered in this study. The role playing session was not included in the analysis, since the interview was identifiable to the external judges as they rated the tapes. Trends over three trials were analyzed for each of the criterion measures included in this study.

Results

Table 2 reveals an increase in ratings of accurate reflection of feeling by external judges from first to latter interviews. We find a 0.001 level of significance for the three trials and for linearity.

Insert Table 2 about here

Tables 3 and 4 illustrate that client ratings of counselor effectiveness and counselor ability to establish and maintain relationship increased significantly over trials. The linear trends across trials are highly significant.

Insert Tables 3 and 4 about here

Tables 5 and 6 portray the counselors' evaluation of their own performance. Again, findings of linear increases over trials may be noted.

Insert Tables 5 and 6 about here

Discussion

Support for the hypothesis of this study has been indicated. The trend analysis design reveals that the counselor trainees significantly improved in their ability to reflect feeling over trials in a positive linear fashion. This would lead one to suggest that accurate reflection of feeling is a discreet, identifiable skill, which can be taught to beginning counselors quickly and effectively, via the micro-counseling paradigm.

It appears that it is possible to teach the skill of accurate reflection of feeling within a short two hour period. Clinical evidence of the validity of the study comes from viewing the tapes of individual counselor trainees over the training period. One notes dramatic changes in trainee behavior. As McLuhan has observed, "The media is the message." (1964). In the case of

this study, direct viewing of videotapes might well provide the strongest message as to the value of the micro-counseling framework. Additional supporting clinical data comes from discussion of the study with trainees after they had completed the two hour time block. They seemed highly enthusiastic about the changes they had observed in themselves and expressed considerably more faith in themselves as future counselors.

Evidence of the usefulness of the skill of accurate reflection of feeling appears in the client's ratings of the counselor following each session. Counselors were rated as more effective and more understanding after each succeeding session. Similarly, the counselor trainee rated himself more highly after each session. This data, of course, is highly susceptible to halo effect and improved ratings could be simply the result of two individuals knowing one another better and feeling more comfortable. In this regard, this study could be criticized for lack of a control group. Ivey, Miller, Morrill, and Normington, in studying "attending behavior," did find that control group clients tended to rate their counselors slightly higher after a second session, but this trend was not statistically significant. Data from this previous study may lend credence to the present significant findings.

Major support of the study lies in the evaluations of the external judges, who rated the randomly presented tapes of all counselors on accurate reflection of feeling. There is consistency in findings, in that independent judges, as well as clients and counselors, saw significant improvement in counselor behavior from first to latter trials. This study can be viewed as providing further support to hypotheses of Truax and Carkhuff (1967), as to the feasibility of brief counselor training, focused upon interpersonal skills, and the usefulness of skills such as accurate reflection of feeling.

Study #3

Training Counselors in Summarization of Feeling

Cheryl J. Normington, C. Dean Miller, Allen E. Ivey,

Weston H. Morrill, and Richard F. Haase

This study, the third in the micro-counseling series, is concerned with the skill of accurate summarization of feelings. This skill involves attending to the client, accurately sensing the feelings which are being expressed, and integrating meaningfully the many responses of the person. Through periodic summarizations, one communicates to the person that "I understand what you have been saying, and can sense the world as you are feeling and perceiving it." Accurate summarization of feeling is seen as an extension of attending behavior and reflection of feeling. However, in this case, the counselor is attending to a broader class of client response and must have the skill to bring together seemingly diverse elements into a meaningful Gestalt.

The training paradigm used, "micro-counseling," once again involved training of beginning counselors through cue discrimination, modeling techniques, video feedback, and the application of reinforcement by supervisors to emitted counselor behavior. An increase in accurate summarization of feeling responses by counselors over trials was predicted.

Method

Subjects. Ten beginning counselors from the department of psychology, counseling and guidance at Colorado State College, Greeley, served as subjects in this experiment. These subjects had no previous counseling experience, and could be considered naive subjects. The "clients" were ten paid volunteer

students from Colorado State University, Fort Collins, who were randomly assigned to counselors.

The micro-counseling model. The beginning counselors participated in a training model similar to that of the reflection of feeling study. A "Summarization of Feeling Manual" was substituted for the one on reflection of feeling and video models provided centered around concepts of summarization.

Instrumentation and scoring of dependent variables. Three techniques of evaluation were utilized in this study. Subjects' videotaped interviews were arranged in random order, and then were rated by two external judges on a rating scale (adapted from Truax and Carkhuff, 1967, and the previous study on the reflection of feeling) for accurate summarization of feeling. The two judges were advanced graduate students in counseling psychology, both of whom had had at least one year of experience as a counselor in a university counseling center. Inter-judge reliability for these judges was computed and yielded a Pearson product moment coefficient of +0.75.

Secondly, at the conclusion of each interview, the client rated his counselor trainee on a semantic differential scale labeled "The Counselor Effectiveness Scale" (CES) (Ivey, Miller, Morrill, & Normington, 1967), and also rated the counselor trainee on a relationship questionnaire adapted from Truax and Carkhuff (1967). Finally, the counselor completed the semantic differential scale, labeled the "Self-Concept Scale," and the rating scale for accurate summarization of feeling.

A trend analysis design was used to analyze data gathered in this study. The role playing session was not included in the analysis, since the interview was identifiable to the external judges as they rated the tapes. Trends

over three trials were analyzed for each of the criterion measures included in this study.

Results

Table 7 reveals an increase in ratings of accurate summarization of feeling by external judges from first to latter interviews. We find a 0.001 level of significance for the three trials and for linearity.

Insert Table 7 about here

Tables 8 and 9 illustrate that client ratings of counselor effectiveness and counselor ability to establish and maintain relationship increased significantly over trials. The linear trends across trials are highly significant.

Insert Tables 8 and 9 about here

Tables 10 and 11 portray the counselors' evaluation of their own performance. Again, findings of linear increases over trials may be noted.

Insert Tables 10 and 11 about here

Discussion

The consistent pattern of statistical significance suggests confirmation of the hypotheses of this study. Counselor trainees significantly improved their ability to summarize feeling over trials in a positive linear fashion.

Summarization of feeling appears to be a discreet, identifiable skill, which can be taught beginning counselors quickly and effectively, via the micro-counseling paradigm.

Again, the ratings of judges who viewed the randomly presented tapes provides the major support of this study. Client ratings of counselor effectiveness were also significantly improved, but these findings are confounded by the possible effects of the client simply "knowing" the counselor better at the time of the later ratings.

As might be expected, the counselors' ratings of their ability to accurately summarize feeling, and their self-concept ratings improved significantly. Again, these ratings are highly subject to individual bias and halo effect, but they do indicate that the counselors felt they had improved, and few would deny that counselor confidence is an important variable in counseling success. Direct viewing of the videotapes of the counselors provides dramatic and convincing evidence of the validity and power of the micro-counseling procedure. The counselors were pleased and impressed with the changes they saw in themselves and this may in part explain the markedly improved self-ratings.

Summary

Attending behavior, reflection of feeling, and summarization of feeling are viewed by the authors as different classes of reinforcers. Attending behavior is simply "being with" the client both physically and verbally and thus reinforcing the client for "being himself." Reflection of feeling is seen as selectively attending to the feeling or emotional aspects of an individual's comments during an interview, thus reinforcing only certain aspects of the client's productions. Summarization of feeling involves the first two dimensions, but also requires the counselor to integrate and find common elements in diverse client responses. As such, it probably represents one of the more complex and important skills of the counselor.

The training of the counselors in these reinforcement skills, however, represented a more complex process than reward of desired counselor behavior. It involved cue discrimination through the presentation of models, training materials, and counselor supervisor comments. It involved the positive reinforcement of operants by the supervisor through rewarding appropriate attending behavior. In short, the training process was designed to model the behavior and then reinforce the behavior once it had occurred. The social learning model of Bandura and Walters (1963) provides an especially relevant discussion of some of the techniques employed in this study. Allen (1967) provides a detailed discussion of the micro-teaching framework.

Attending behavior offers a new approach to many problems. It can be taught as a technique, but unlike pure technique ("say the client's name at least three times"), attending implies real interaction. In order to engage in the attending behavior of following content by relevant statements, the

person must listen to content. To follow communication of feeling by appropriate changes in voice timbre and quality and by appropriate statements, one must attend to the feeling that is being communicated. It is likely that the person who is incongruent will be unable to attend, but attending seems to be self-reinforcing once it is initiated, and may even provide an approach that can be used with those groups that Rogers sees as requiring other than the Rogerian relationship to initiate movement.

This type of training (attending behavior training model) was utilized with a naive secretary. Following the first session, her lack of attention was pointed out and she was given instructions on how to pay attention. She returned to re-interview the student, and, after a brief moment of artificiality, began to respond in highly impactful ways. In fact, she looked like an experienced counselor. As a side effect, she entered the office the following Monday anxious to tell about attending to people over the weekend. She felt excited and involved with people in new ways and the impact was even apparent on her husband. This experience may suggest the utility of the concepts in this study for pre-training of clients for counseling, as an adjunct to counseling and therapy itself, and as a research paradigm to examine counseling process.

If attention is the important factor that this suggests, it might provide an explanation for the success and validation of varieties of counseling and therapeutic procedures. For example, it has been suggested that an analytic client dreams in Freudian symbols, a Jungian client in mythological symbolism, and a Gestalt client in a wholistic fashion. Could it perhaps be that the therapist simply has selectively attended to the client's verbalizations and

consciously or unconsciously reinforced material of a certain nature? Similarly, it seems reasonable that the counselor attends to the client in a fashion that fits into his own theoretical framework. The inability of some beginning counselors to provide attention in the interview may explain the short interviews they frequently have. In this case, counseling was not a reinforcement process, but actually an extinction series!

It might be helpful to consider if the training model utilized is most appropriate for teaching attending behavior. Is television the key factor in micro-counseling, or is it simply clear and accurate supervision? McDonald, Allen, and Orme (1966) varied the methods of treatment in training teachers in a reinforcement skill. They found that maximum feedback conditions similar to those in this study produced most effective training. They noted that this procedure is "the most 'costly' in that it requires the active involvement of the experimenter to describe salient cues and to suggest ways of reinforcing participating behavior that the subject could use." However, informal observation indicated that some individual trainees responded better in different training situations than others. Further research on the method of instruction and the impact of the media seems warranted. Stoller (1965) and Farson (1966) have observed that television equipment did not modify group interaction.

Another important consideration is the most useful type of counsel-recounsel "cycle." Clinical observation over these studies suggests that the ideal teaching format is represented by a five minute baseline session followed by instruction and feedback and then a second five minute session. This is followed by more instruction and feedback and a final five minute session again

followed by feedback. Similar observations have been made by Allen and his associates in connection with micro-teaching. Experimental evidence is lacking on this point, however.

Some general limitations to these studies should be considered. While paid clients appeared to operate very similarly to regular clients in the five minute interviews, it should be noted that this situation is not typical of counseling interviews. Further study to determine the generalizability of learning in the micro-counseling setting to actual counseling is required. Attending behavior as a generalized reinforcer in counseling is a relatively new concept, and the utility of this concept needs more demonstration.

A question which might be raised is, how well will the counselor trainees of this study remember what they have learned. It is believed that the materials learned in these studies will probably follow usual learning principles. It has been suggested by McDonald, Allen, and Orme (1966) that learning from micro-teaching training procedures tends to follow usual learning curves. Thus, we would tend to predict extinction of learning in this massed-practive study, but intermittent practice and reinforcement administered during counseling training should again bring about a rapid rise in emitted behavior.

Most counselor educators have spent long hours training beginning and practicum counselors in the skills of counseling, and most would agree that training neophyte counselors in these skills is a difficult and taxing task. Micro-counseling training would seem to provide a viable framework to make professional counselor training and the training of lay counselors more meaningful and effective. If it is possible to teach a counselor complex skills of counseling within a two hour block of time, it should be feasible to develop

an integrated counselor education program based on micro-counseling principles. Similarly, the concepts of attending, selective attending, and summarization may have broader implications than counseling practice. These may be skills which are equally important to the teacher, the administrator, and the student. The micro-teaching and micro-counseling framework may be a vehicle by which the developmental skills of living may be taught.

Further new directions for research seem called for within the micro-counseling and attending behavior framework. One of the most promising of these involves identifying the skills of test interpretation. Others might center around the imparting of information in the counseling interview, how to give an interpretation of client behavior, or how to handle silence in the interview. Particularly important will be examination of the degree to which training via micro-counseling generalizes to actual counseling practice.

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Footnotes

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TABLE 1

Analysis of Covariance

With Interview 1 Scores as Covariants

	Mean Interview 1	Mean Interview 2	Adjusted	$F_{1,35}$
Ratings of Eye Contact				
Experimental	4.16	4.66	4.70	5.30*
Control	4.40	4.34	4.30	
Ratings of Posture				
Experimental	4.00	4.16	4.15	0.26
Control	3.92	4.10	4.11	
Ratings of Movement and Gestures				
Experimental	3.84	3.87	3.83	0.25
Control	3.61	3.69	3.72	
Ratings of Percent of Following Behavior				
Experimental	85.44	96.31	96.68	6.17*
Control	87.25	89.62	89.25	
Counselor Effectiveness Scale				
Experimental	135.11	147.42	147.94	4.43*
Control	136.68	140.37	139.85	

Note.--The loss of one of the subjects resulted in a total of 36 degrees of freedom.

*$p < .05$

TABLE 2

Trend Analysis of Mean External Judges' Rating of Counselor's Ability to Accurately Reflect Feeling

Source	df	MS	F	Trial Means 1	Role-Play (not included in analysis)	2	3
Trials	2	31.12	23.58***	1.00	(2.90)	4.00	3.82
Subjects (counselors)	10	3.32	2.52*				
Ss X Trials	20	1.32					
Total	32						
Linear Components	1	43.68	33.09***				

*p<.05

***p<.001

TABLE 3

Trend Analysis of Counselor Effectiveness

As Rated by the Client

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	1716.77	12.76***	125.73	140.64	150.55
Subjects (student volunteers)	10	697.20	5.18**			
Ss X Trials	20	134.57				
Total	32					
Linear Components	1	3387.68	25.17***			

**p < .01

***p < .001

TABLE 4

Trend Analysis of Counselor's Ability to Establish and Maintain Relationship as Rated by the Client

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	85.49	4.00*	22.36	24.09	27.82
Subjects (student volunteers)	10	108.81	5.10**			
Ss X Trials	20	21.35				
Total	32					
Linear Components	1	163.64	7.66*			

*$p < .05$

**$p < .01$

TABLE 5

Trend Analysis of Counselor Self-Concept

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	782.02	8.50**	124.45	130.90	141.18
Subjects (counselors)	10	646.82	7.02***			
Ss X Trials	20	92.15				
Total	32					
Linear Components	1	1538.91	16.70***			

**$p < .01$

***$p < .001$

TABLE 6

Trend Analysis of Counselor's Own Rating of Ability to Accurately Reflect Feeling

Source	df	MS	F	Trial Means 1	2	3
Trials	2	21.94	13.63***	3.09	5.09	5.82
Subjects (counselors)	10	7.93	4.93**			
Ss X Trials	20	1.61				
Total	32					
Linear Components	1	40.91	25.41***			

**p < .01

***p < .001

TABLE 7

Trend Analysis of Mean External Judges' Rating of Counselor's Ability to Accurately Summarize Feeling

Source	df	MS	F	Trial Means			
				1	Role-Play (not included in analysis)	2	3
Trials	2	38.44	16.86***	2.00	(5.60)	4.30	5.30
Subjects	9	8.11	3.56*				
Ss X Trials	18	2.28					
Total	29						
Linear Component	1	76.05	33.36***				

*p < .05

***p < .001

TABLE 8

Trend Analysis of Counselor Effectiveness

As Rated by the Client

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	1226.30	4.88*	110.64	120.27	131.73
Subjects	10	250.28	.995			
Ss X Trials	20	251.51				
Total	32					
Linear Component	1	2446.55	9.73**			

*$p < .05$

**$p < .01$

TABLE 9

Trend Analysis of Counselor's Ability to Establish and Maintain Relationship as Rated by the Client

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	116.76	22.76***	17.09	18.56	23.36
Subjects	10	87.19	16.99***			
Ss X Trials	20	5.126				
Total	32					
Linear Component	1	229.14	44.67***			

***$p < .001$

TABLE 10

Trend Analysis of Counselor Self-Concept

Source	df	MS	F	Trial Mean		
				1	2	3
Trials	2	1997.85	19.54***	116.36	135.00	142.56
Subjects	10	1542.03	15.08***			
Ss X Trials	20	102.25				
Total	32					
Linear Component	1	3770.18	36.87***			

***$p < .001$

TABLE 11

Trend Analysis of Counselor's Own Rating of Ability to Accurately Summarize Feeling

Source	df	MS	F	Trial Means		
				1	2	3
Trials	2	24.58	22.76***	4.27	6.56	7.09
Subjects	10	7.23	6.69***			
Ss X Trials	20	1.08				
Total	32					
Linear Component	1	43.68	40.44***			

***p < .001